

Central Primary School: [EYFS](#)

2017-2019 Pupil Premium Strategy and Self-Evaluation

| 1. Summary information for 2018-2019 | | | |
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| Pupil Numbers | Reception = 41 of 83 Nursery = Funded 2 year olds = | Number of pupils eligible for pupil premium funding | Total number on roll: 416 (47% of total on roll) FSM & Ever 6 = 408 Service children = 0 Pupil Premium Plus = 8 |
| Total pupil premium budget allocated to EYFS pupils | Reception Pupils £54,120 Nursery Pupils Funded 2 year olds = | Amount per pupil: | Reception class to Year 6 =£1,320 Early Years (Nursery)= £300 Armed forces =£300 Pupil Premium Plus children = £2,300 |

2. Key indicators for 2017 - 2018

| Early Years PPF = Pupil Premium Funding | | | | | | |
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| 116 in Cohort 43 Pupil Premium 73 Non-Pupil Premium | School All | Pupils not eligible for PPF | Pupils eligible for PPF | In sch. gap | 2018 Nat. av. NPP | Attainment gap when compared to national others |
| % GOOD LEVEL DEVELOPMENT (GLD) | 60.3% | 65.8% | 53.5% | -12.3% | 74% | -20.5% |

3. Key indicators for 2018-2019

Pupil Premium Progress data in key areas: (% in line or exceeding ARE)

Listening (LA), Understanding (U), Speaking (S), Reading (R), Writing (W) and Number (N).

*Little Learners are assessed in Prime Areas of Learning.

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| Little Learners | Baseline LA – 22% U – 8% S - 30% | Spring 2 LA – 42.8% U - 57.1% S – 52.4% |
| Nursery (N2) | Baseline LA – 38.9% (NPP 50%) U – 61.1 % (NPP 50%) S - 38.9% (NPP 46.5%) | Spring 2 LA – 77.8% (NPP 61.7%) U – 61.1% (NPP 51.6%) S – 61.1% (NPP 53%) |

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| | R – 38.9% (NPP46.6%) W – 33.4% (NPP 43%) N – 44.5% (NPP 32.8%) | R – 50.1% (NPP 50%) W – 50% (NPP 48.3%) N – 66.7% (NPP 45%) | | | | |
| Reception | Baseline LA – 34.1% (NPP 33.3%) U – 34.2% (NPP 38.1%) S - 37% (NPP 24%) R – 29% (NPP 40%) W – 29% (NPP 43%) N – 37% (NPP 45%) | Spring 2 LA – 50% (NPP 64.3%) U – 47.5% (NPP 67%) S – 50% (NPP 71.4%) R – 52.5% (NPP 69%) W – 40% (NPP 57.2%) N – 53.8% (NPP 79%) | | | | |
| Reception Target 2018-2019 of 56% of pupil premium and 74% of non-PP children to achieve GLD. | | | | | | Gap between our pupil premium children and others nationally to reduce to 10% or less. |

4. EYFS - Barriers to future attainment for pupil eligible for pupil premium funding in 2018-2019

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| A | When they join the school, many pupil premium children have poor language acquisition, communication and social skills. |
| B | When they join the school, many pupil premium children are below or significantly below age-related expectations in all areas of learning. |
| C | High absence rates exist for some pupil premium children impacting on achievement and progress. |
| D | Some of our pupil premium children experience emotional difficulties such as self-regulation and low self-esteem which can be barriers to learning. Children are not always resilient to set backs and some can struggle with independence and perseverance. |
| E | The need to further improve the quality of the learning environment in order to maximise opportunities for pupil premium children in order to learn the powerful knowledge they will need for school readiness. |
| F | Access to a range of stories and nursery rhymes for pupil premium children is limited. |
| G | Parental engagement is limited and a contributing factor to low aspirations and achievement. Access to a range of life experiences, for example going to the beach or farm, are limited. |

5. Planned expenditure 2018-2019 - EYFS

| Early intervention to identify and close Early Literacy skills gaps for PP learners. | | | | |
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| Intended outcomes | Actions | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? | Impact so far |
| <p>A</p> <ul style="list-style-type: none"> Identify and close specific literacy skill gaps with individuals and vulnerable groups, assessing, tracking and quantifying the process of closing the gap. Identify speech, language and other developmental needs as soon as possible and to embed specific skill-based intervention into practice and 'Quality First Teaching.' Develop diagnostic capability, establishing reasons and solutions to underpin informed interventions when literacy acquisition is problematic. <p>Staff lead = DHT/EYFS Leader (CC)</p> | <ol style="list-style-type: none"> Train all EYFS practitioners and Year 1 staff on Launch Pad to Literacy. Enhance practitioner diagnostic capability through developing understanding of the preconditions a child needs to have achieved in order to achieve a skill step and the next steps following achievement. Develop practitioner-child interaction processes in order to add meaning to children's sounds and words, building basic comprehension skills, and facilitate understanding of familiar nouns, verbs and concepts during 'Language drop-ins.' Utilise Launch Pad to Literacy diagnostic tools in order to identify learner's individual areas of success and difficulty. Provide Intervention to target specific skills gaps for pupils to pre-empt and prevent difficulties. Ensure language enrichment plans permeate each area of the classroom to facilitate practitioner-child interaction with specific reference to PP learners. Continue to employ 2 speech and language teaching assistants to work with the nursery and reception children in order to effectively | <p>Research shows children who enter school with poorly developed speech and language are at high risk of literacy difficulties and educational underachievement. The core of language acquisition occurs between 1 to 4 years with children acquiring much of the necessary basic phonology, syntax, and vocabulary during this time. The rate of vocabulary acquisition at age 3 also has been shown to predict vocabulary knowledge, language development, and reading comprehension at ages 9 to 10 years. (Snowling et al).</p> <p>A significant proportion of our PP learners have delayed speech and language skills upon entry to EYFS, particularly in the areas of Speaking and Understanding. (8% of Little Learners enter in line with ARE in Understanding, 30% in Speaking).</p> <p>Limited verb vocabulary, conceptual understanding and gaps in expressive language are evident within baseline assessments. (Entry to Nursery, PP Learners - Verbs 28%, Conceptual</p> | <p>Launch Pad tool measures impact of progress and attainment within key strands for all PP learners in Little Learners/ Nursery and for identified PP learners in Reception.</p> <p>Appraisal targets set for key members of staff within each phase of EYFS to ensure priority of Language acquisition for PP learners. (TC, LE, LN).</p> <p>3 Development days with external consultant to support DHT/ EYFS Lead in the embedded Launch Pad to Literacy strategies and systems.</p> <p>Review of interventions ensure impact for PP learners is carefully evaluated and shapes future intervention.</p> <p>Practitioner-child interaction is key driver within Environment Walk scrutiny and observations.</p> <p>Pupil progress meetings ensure practitioner awareness of progress and attainment for disadvantage learners.</p> | <p><u>January</u> 19 pupils (44% of EYPP) access daily Launchpad sessions compared with 16% of Non PP pupils. All of this group entered working below Age Related Expectations. Priority focus areas - visual discrimination 74% and auditory memory 84% of PP are making at least typical progress towards Age Related Expectations.</p> <p><u>March</u> TOT identifies:</p> <ul style="list-style-type: none"> 100% of teachers now use appropriate scaffolded language to gauge and extend children's skills. (0% secure in Autumn). 100% of teachers now effectively teach phonics and early phonological awareness through RWI and Launch Pad to Literacy. (83% secure in Autumn). 100% of teachers promote the use of good manners and consistently model the expected standard. (40% secure in Autumn). <p><u>April</u> Increase of 45% of Reception PP learners achieving skills strands within conceptual understanding.</p> |

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| | | <p>deliver NHS speech and language therapy plans.</p> <p>8. Review impact of half termly TalkBoost and Early TalkBoost interventions for PP learners.</p> <p>9. Launch 30hour build provision for nursery children with language rich core focus.</p> <p>10. Provide ELKLAN training for all EYFS practitioners to improve practitioner knowledge and confidence.</p> <p>11. Utilise Launch Pad tracking tools to measure impact of progress for PP learners in identified strands.</p> <p>12. Align appraisal targets to promote priority of language acquisition within staffing team.</p> <p>13. Develop Environment walk rubric to prioritise practitioner-child interaction and language rich areas of the environment.</p> <p>14. Build 'Powerful knowledge portfolios' as part of whole school curriculum offer with Language enrichment plans for each portfolio and topic. This will ensure maximised learning opportunities for PP learners.</p> <p>15. Take part in Action Research project to measure the impact of Launch Pad to Literacy for disadvantaged groups.</p> | <p>understanding 18%, Expressive Language 7%).</p> | | <p>Increase of 62% of Reception PP learners achieving skills strands within verb vocabulary.</p> <p>Increase of 55% of Reception PP learners achieving skills strands within expressive language.</p> <p><u>Talk Boost</u> First wave of talk boost groups - Autumn term. 67% of the group entered working below expected levels in the key strands of understanding and vocabulary. End of program assessments - 92% working at expected levels. Spring term – TBC.</p> <p><u>Speech and Language</u> 5 pupils work with speech and language TA. 3 of these have formal speech and language plans. All pupils are meeting their individual targets and one child has made significant progress and is due to be discharged at the next review in April. The other 2 pupils are making expected progress in speech sessions and the focus is upon transferring their skills to their interactions in class.</p> |
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Accelerate progress for pupil premium children to enable catch up from low starting points.

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| B | <ul style="list-style-type: none"> Accelerate progress of PP learners from low starting points to increase the % of PP learners who exit | <p>1. Ensure EYFS learning environments are responsive to half termly GAPs analysis for PP learners.</p> | <p>'Everything we do starts at 2.'</p> <p>Babies are born with 25% of their brains developed, and there is then a rapid period of development so that by the</p> | <p>Pupil progress meetings include SENDCO, Pupil Premium Lead, EYFS Lead and Class Teachers to ensure a rigorous approach</p> | <p>Data below is for Current Reception cohort on entry to LL and on entry to Reception: LA 25% PP ARE on entry to LL 36% PP ARE on entry to Rec</p> |
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| <p>EYFS in line or exceeding ARE.</p> <ul style="list-style-type: none"> Reduce the % of PP learners entering each phase of EYFS below and significantly below ARE. <p>Staff lead = DHT/EYFS Leader (CC)</p> | <ol style="list-style-type: none"> Ensure personalised learning plans are in place for PP learners in Little Learners and Nursery. Build curriculum portfolios from LL through to Year 6 with focus on Oracy and Language, Powerful knowledge, developing input memory strands (auditory and visual) and enriched experiences. Class action plans highlight barriers to learning for all PP learners, prioritising those at risk of not meeting targets and actions to address. Align CPD for all practitioners in the areas of Literacy, communication and Maths in order to address ELG PP underperformance. (RWI, Launch Pad to Literacy, ELKLAN, Numicon Firm Foundations). Align appraisal targets to promote priority of underperformance areas (AE – Number, LN – Phonics, MA – BI/ KUW). Half termly monitoring of progress towards meeting GLD for PP learners. Introduce Read Write Inc intensive daily streamed phonics programme and resources from Summer term in Nursery. Work with DfE TLIF to quality assure phonics teaching and provision. 1:1 RWI tutoring for slowest progress PP learners at risk of not meeting ARE. Extend precision teaching to address gaps in maths for PP learners. | <p>age of 3 their brains are 80% developed. In that period, neglect, ineffective parenting and other adverse experiences can have a profound effect on how children are emotionally 'wired'. Research indicates that we need to intervene early to make sure that our children get the best possible start in life. A child's development score at just 22 months can serve as an accurate predictor of educational outcomes at 26 years. (Allen Review)</p> <p>Reading, Writing and Number are key areas of underperformance for our PP learners at ELG.</p> | <p>to data analysis and pupil progress.</p> <p>DHT/EYFS Leader to upskill staff, model Read Write Inc lessons and QA the teaching of phonics.</p> <p>External consultant support from Debbie Wilson (RWI) and Kirstie Page (Launch Pad) to upskill staff and robustly monitor impact.</p> <p>Anne Parker and member of staff from partnership school to lead Numicon Firm Foundations approach.</p> <p>Robust phonics data tracker in place to track progress of pupils in Reception and to identify those in need of 1:1 tutoring.</p> | <p>U 17% PP ARE on entry to LL 36% PP ARE on entry to Rec</p> <p>S 8% PP ARE on entry to LL 37% PP ARE on entry to Rec</p> <p><u>Reception Phonics</u> In September 0% of PP Pupils entered at ARE in Phonics. At the end of Autumn Term, 32% of PP Pupils were at ARE. In Summer 1, 62% of PP Pupils are ARE in Phonics.</p> <p><u>Reading Tracking</u> Recent impact data TBC – EC.</p> <p><u>On track for ELG Reading</u> End of Spring 2 53% PP learners on track.</p> |
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12. Implement bridging document to ensure Reception PP learners are ready for entry to the Maths NC.

Create high expectations for attendance, from entry to school.

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| <p>C</p> | <ul style="list-style-type: none"> The whole-school attendance rate of pupil premium children to improve from 94% to 96%. The whole-school persistent absence rate of pupil premium pupils to reduce from 20% to 10% by July 2019. <p>Staff Lead= HoS (LH) & Attendance Team</p> | <ol style="list-style-type: none"> Develop flexible offer to LL and Nursery families to support parents in establishing a positive attendance pattern. Appoint a PT attendance family support worker to complete outreach visits to PP families Walking school bus introduced to collect children in Reception where families are hard to reach or often late. Alarm clock purchased for children accessing the walk to school bus. All letter 2 families visited by attendance officer. 96% and above and 100% certificates awarded every half term. Weekly attendance celebrated in assemblies and best class awarded the attendance trophy. Each class over 96% receive a certificate. All children with 100% attendance each week will be placed in a draw for the golden ticket to win a free leisure centre pass or local soft play. Holidays taken in term time not authorised. Penalty fines | <p>Attendance of pupils is of vital importance. Poor attendance patterns can result in fragmentation of learning and overall development and affect acquisition of skills and knowledge. Personal and social skills are often also affected.</p> <p>Some of our PP children have high absence rates which is affecting their progress and attainment. Establish high standards of attendance from entry to schooling to ensure parents and pupils understand the importance of a good attendance pattern and the impact on attainment and progress.</p> | <p>Close monitoring of attendance and absences.</p> <p>Require medical evidence for pupils at risk of becoming PA.</p> <p>Strong attendance measures introduced and consistently implemented by Senior EWO, Attendance Officer & Family Support Worker</p> <p>Monthly monitoring and meetings with parents - improvement rate tracked by home visits.</p> | <p><u>April Update</u></p> <p>14% of LL pupils are now above the attendance expectation. 28% of LL pupils in line with attendance expectations.</p> <p>57% of LL pupils require further monitoring.</p> <p>29% of Nursery pupils are now above the attendance expectation. 31 of Nursery pupils in line with attendance expectations. 40% of Nursery pupils require further monitoring.</p> <p>37% of Reception pupils are now above the attendance expectation. 16% of Reception pupils in line with attendance expectations. 48% of Reception pupils require further monitoring.</p> |
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| | | <p>introduced for those pupils aged 5+.</p> <p>9. Attendance traffic light system and monthly monitoring introduced - monthly meetings with attendance officer and/or Head of school introduced for amber or red families where attendance has not improved. All parents informed of attendance status and monitoring period.</p> <p>10. Office and parents informed that absence due to cold, sore throat and coughs not acceptable - children expected to be in school.</p> <p>11. Free breakfast club offered to all disadvantaged learners - external grant sought to extend provision.</p> <p>12. Attendance concerns discussed during parents evening. Phone calls made to those families not in attendance.</p> <p>13. Pupil senior Leadership Team working with attendance lead to raise profile. Group to run a trust wide competition to raise the profile of attendance with parents.</p> | | | |
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Support pupils to overcome low self-esteem and emotional difficulties which can be barriers to learning.

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| D | <ul style="list-style-type: none"> Improve pupils' self-esteem and emotional resilience. Support learners to develop characteristics of effective learning, | <ol style="list-style-type: none"> Review and update the behaviour policy. Half termly wellbeing meetings to monitor behaviour records, identify vulnerable pupils and create a | The ways in which children engage with other people and their environment – playing and exploring, active learning, and creating and thinking critically – underpin learning and | CPOMs data analysis Thrive Plan monitoring. | <u>Thrive</u> 11 Reception pupils (26% of PP) have individual THRIVE plans. Of this group, 7 pupils (64%) have been judged as making positive movement through their |
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| | <p>enabling increased independence, problem solving and perseverance.</p> <p>Staff Lead = DHT/ EYFS Leader (CC)/ AHOS (KT/CH).</p> | <p>personalised behaviour plan to support them.</p> <p>3. Thrive training for staff and Thrive room set up. Thrive will assess and support the emotional and social development of our vulnerable children. Whole school approach to addressing children's development gaps.</p> <p>4. Develop invention shed to promote the development of CoEL alongside practical learning opportunities.</p> <p>5. Half termly meetings with SENDCO/ DHOS/EYFS Lead and Class teachers to ensure the needs of individuals are being met.</p> <p>6. Ensure learning environments are natural and free from over-stimulation.</p> <p>7. Ensure environments promote independence and problem solving, supporting learners to take measured risks.</p> <p>8. Offer weekly Thrive family workshops to parents of PP learners.</p> <p>9. Explore and implement OPAL provision to afford effective opportunities to address developmental gaps in learning.</p> <p>10. Develop OPAL medium term curriculum plans to support pre learning, provide opportunities to apply learning and to revisit concepts.</p> <p>11. Take part in the EEF research and evaluation project (Level 4 Triple P) aimed at supporting parents to improving children's social,</p> | <p>development across all areas and support the child to remain an effective and motivated learner. (Development Matters)</p> <p>The Thrive Approach provides a powerful way of working with children and young people that supports optimal social and emotional development. In addition, the approach supports practitioners to work in a targeted way with children and young people who may have struggled with difficult life events to help them re-engage with life and learning.</p> | | <p>individual development stage during the first assessment period.</p> <p>Recent Data from KT to be confirmed in relation to EYFS.</p> |
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emotional, behavioural and language outcomes.

Strengthen the quality of the learning provision.

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| <p>E</p> | <ul style="list-style-type: none"> Ensure the quality of teaching over time in EYFS remains at least 100% secure. Improve the provision in EYFS to ensure it is responsive to gaps analysis and cohort specific needs. Ensure practitioners build opportunities for children to review and revisit their learning in order for them to extend and build upon their original ideas and concepts. <p>Staff Lead = DHT/ EYFS Leader (CC) and DHT (AH).</p> | <ol style="list-style-type: none"> Implement Schema training for all EYFS practitioners. Ensure progress of PP learners is linked to appraisal. Utilise half termly gaps analysis to reshape the environment and curriculum offer for PP learners. Ensure language enrichment plans are established in all areas of the classroom and actively used by all practitioners. Incorporate language enrichment plans within core text to enhance language opportunities for PP learners. Introduce a 6 weekly review cycle of teaching and learning for all teachers, aligning CPD against expected teaching profile and delivering personalised coaching plans where the expected standard has not been met. Complete 6 weekly year group reviews of the quality of teaching and learning - producing a year group specific action plan for improving provision including the impact on PP learners. Visit outstanding EYFS learning environments to look at the needs of PP learners and how they are met through environment planning. Implement the environment learning walk template in order to maximise learning opportunities in each area of the classrooms. | <p>The concept of the environment as a participant in the educational experience opens up the possibility for children to engage the environment with their peers and respond to thoughtful decisions made by practitioners in an effort to support pupil engagement. This calls on the idea of the environment being the 'third teacher' (Reggio Emilia) to render the environment a living space that actively participates in the educative process.</p> | <p>TOT review cycle for all year groups to include evidence scrutiny, lesson observations, learning walks, staff voice and pupil voice.</p> <p>Performance management targets linked to PP/SEND outcomes.</p> <p>Data review including pupil progress meetings.</p> <p>CPD responsive to cohort and staff needs.</p> | <p><u>Spring Term</u></p> <p>100% of teaching assessed as at least secure.</p> |
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10. Develop the environment in line with OPAL plans.

Promote a love of reading from an early age.

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| <p>F</p> | <ul style="list-style-type: none"> Encourage routines of bed time reading and nursery rhymes. Improve the % of PP learners who engage with home reading books. <p>Staff Lead = DHT/ EYFS Leader (CC)/ DHT (JC)</p> | <ol style="list-style-type: none"> Employ 'Reading Lead' teacher to promote reading as a priority. Before School Reading club for PP Reception children identified as needing additional support. Reading Tracker to ensure PP learners read a minimum of 3 x weekly at home and in school. Library system set up to allow learners to take home library books to share at home. Reading and storytelling workshops established termly. 'Reading in unusual places' competition set up. Nursery rhyme competition established for all EYFS classes during the Autumn term. 'Drop Everything and Read' established weekly. Reading area rubric established to ensure quality of provision. | <p>Instilling a love of reading from an early age has multiple benefits and is the key to a child's academic future. Below are some of the many advantages of developing early reading ability:</p> <p>Neurological Educational Psychological Social Linguistic</p> | <p>Reading tracker highlights number of reads each week for all children. PP learners prioritised to read at least 3 x weekly.</p> <p>Learning walks, evidence scrutiny, pupil voice.</p> | <p><u>Data TBC (EC).</u></p> |
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Improve access to life experiences and promote family engagement.

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| <p>G</p> | <ul style="list-style-type: none"> Improve parental engagement. Support families to help children to learn at home. Increase opportunities for 'life experiences.' Increase family aspirations. | <ol style="list-style-type: none"> Provide support materials for parents of PP learners to help them to support their children at home with Communication, Reading, Writing and Maths. Implement 'Sea-Saw' to document learning at home and at school and to establish communication. Establish termly Stay and Learn sessions in LL, Nursery and Reception to ensure parents/carers are well supported to meet PP learners needs. | <p>There has been much research done, including the EPPE and EPPSE projects showing the positive impact of the home learning environment on outcomes for children. Children benefit by having a wider range of experiences with an interested adult. They are also better able to see the connections between their home life and their life in the setting. Parents benefit because their knowledge of how young children learn will be deepened, ideas of</p> | <p>Monitoring of parental engagement through Sea-Saw.</p> <p>Monitoring of engagement and attendance at Parent's Evening, workshops and Stay and Play sessions. Follow up phone calls made to encourage participation.</p> | <p><u>Parent Workshops</u> Autumn term parent reading workshop was attended by 80% of PP families, all of whom responded positively (4 or 5 on a 0-5 scale) to feedback questions. 'Has the session improved your understanding of how your child learns to read?' 'Has the session improved your confidence in helping your child with reading at home?'</p> |
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| | <p>Staff Lead = DHT/ EYFS Leader (CC)/ AHOS (KT/CH).</p> | <p>4. Take part in the EEF research and evaluation project (Level 4 Triple P) aimed at supporting parents to improve children's social, emotional, behavioural and language outcomes.</p> <p>5. Develop family afterschool learning opportunities to support families to learn together and access new experiences in line with '50 things to do before you are 5' and OPAL.</p> <p>6. Launch Family support Centre to incorporate Thrive, Triple P and support for parents of children birth to 5.</p> <p>7. Offer weekly Thrive workshops to parents of PP learners.</p> | <p>ways of supporting their child are integral to developing the home learning environment. Common language is built up between the families and the setting and parents feel more involved in their child's learning.</p> <p>Children and families can sometimes have limited life experiences due to a range of factors such as poverty, limited knowledge or lack of transport etc.</p> <p>By extending these experiences a broader horizon opens up for children and families, which can provide greater opportunities for children to learn and develop. Trips and experiences can have a long-lasting impact on children's learning within the setting, extending their interests and providing a focus for further activities.</p> | <p>Monitoring of after school family provision and opportunity offer.</p> | |
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